

# Phonetic Placement and Visual Cues

| CONSONANTS<br>And Name of<br>Sound                      | VERBAL CUES  | OTHER CUES  | VISUAL CUES<br>(BASED ON VISUAL<br>PHONICS)   | VISUAL CUE<br>PICTURE   |
|---|--|---|---|---|
| “p” sound<br><br>Quiet Lip Sound                        | Where’s your pop?<br>You forgot your pop.<br>Whisper, make it quiet<br>You need two lips | Fill cheeks up with air and<br>blow out with the sound,<br>feeling wind on hand | Open and spread fingers like<br>you are flicking your fingers<br>out as you say /p/. Imitates<br>the blast of air needed to<br>produce /p/.   |    |
| “b” sound<br><br>Loud Lip Sound                         | Where’s your pop?<br>You forgot your pop.<br>Turn your voice on<br>You need two lips     | Fill cheeks up with air and<br>blow out with the sound                          | Start with ASL “b” near face<br>and push it away from you as<br>you say /b/.  |    |
| “m” sound<br><br>Humming Sound                          | Close your mouth and<br>hummmm..<br>You need two lips.<br>Close your lips.               | Lips together and hum. Touch<br>to feel vibration                               | Place index finger under nose<br>and above lips as you say /m/.<br>Emphasizes that airflow from<br>nose is needed to make /m/.<br><br>Can also point to mouth to<br>emphasize pushing your lips<br>together as you say /m/. |    |
| “n” sound<br><br>Buzzing<br>Nose/Teeth Sound            | Teeth together and buzz.<br>Use your nose.   | Finger on clenched teeth to<br>feel vibration                                   | Place finger on side of nose as<br>you say /n/. Emphasizes<br>airflow from nose needed to<br>make /n/   |   |
| “t” sound<br><br>Quiet Tapping<br>Sound                 | Use your tongue.   | Index finger to center of spot<br>above upper lip                               | Face palm towards yourself<br>and flick index finger up as you<br>say /t/. Mimics the tongue<br>flicking up against the top of<br>mouth.  |  |
| “d” sound<br><br>Loud Tapping<br>Sound                  | Use your tongue.   | Index finger to center of spot<br>above upper lip                               | Start with hooked index finger<br>then tip hand so that index<br>finger is pointed down.  |  |
| “h” sound<br><br>Breathing Sound                        | Where’s your wind?<br>I didn’t feel your wind.   | Open palm of hand up just in<br>front of your mouth to feel<br>wind             | Place hand in front of mouth,<br>then move hand away from<br>mouth slightly. Emphasizes<br>continuous airflow needed to<br>make /h/   |  |
| “k” sound<br><br>Quiet Throaty<br>Sound (Back<br>Sound) | Where’s your throaty?<br>Turn your voice off.<br>Whisper, make it quiet.                 | Index finger pointed to throat  | Touch open hand to throat and<br>pull out as you say /k/.<br>Emphasizes placement of /k/ is<br>in back of the mouth near<br>throat.   |  |

# Phonetic Placement and Visual Cues

|  |   |  |   |   |
|--|---|--|---|---|
| <p>"g" sound</p> <p>Loud Throaty Sound (Back sound)</p>      | <p>Where's your throaty?<br/>Turn your voice on.</p>  | <p>Index finger pointed to throat.<br/>Feel throat vibrate for this sound.</p>           | <p>Point index finger at throat and pull out as you say /g/. Emphasizes placement of /g/ is in back of mouth near throat.</p>   |    |
| <p>"f" sound</p> <p>Quiet Biting Lip Blowing Sound</p>       | <p>You forgot to bite your lip.<br/>You forgot your blow.</p>   | <p>Bite lower lip with upper teeth and blow</p>  | <p>Start with fingertips touching, pointing toward mouth. Then open fingers and spread apart as you say /f/. Emphasizes continuous airflow needed to produce /f/.</p>     |    |
| <p>"v" sound</p> <p>Loud Biting Lip Blowing Sound</p>        | <p>You forgot to bite your lip.<br/>You forgot to blow.<br/>Turn your voice on.</p>                   | <p>Bite lower lip with upper teeth and blow.<br/>Feel throat vibrate for this sound.</p> | <p>Start with index and middle finger pointing towards mouth. Then open fingers and spread apart as you say /v/. Emphasizes continuous airflow needed to produce /v/.</p> |    |
| <p>Initial "s" sound</p> <p>Smiley Blowing Sound (Quiet)</p> | <p>Smile and blow.<br/>Keep those teeth together.<br/>Tongue goes right behind your teeth</p>         | <p>Smile with teeth together and blow</p>  | <p>Start with finger next to mouth, move finger away from body and go up and down like a sideways "s". Emphasizes continuous airflow needed to make /s/.</p>              |    |
| <p>"z" sounds</p> <p>Buzzing Blowing Sound</p>               | <p>Use your buzz. Smile and blow. Keep those teeth together. Tongue goes right behind your teeth.</p> | <p>Teeth together and blow wind<br/>Feel throat vibrate for this sound.</p>              | <p>Start with index finger near mouth, move away from mouth in a zig zag line like the letter "z". Emphasizes continuous airflow needed to make /z/.</p>                  |  |
| <p>"sh" sound</p> <p>Quiet Sound</p>                         | <p>Make your lips round and blow,</p>   | <p>Lips out and puckered while blowing out</p>   | <p>Place index finger in front of mouth as if you were shushing someone as you say "sh". Typical recognizable symbol for the "sh" sound.</p>                              |  |
| <p>"w" sound</p> <p>Sliding Sound</p>                        | <p>ooo to eee sliding</p>   | <p>Start out in the ooo position with lips puckered then move to the eee sound</p>       | <p>Use index finger to circle mouth as you say /w/. Emphasizes the lip rounding needed to produce /w/.</p>  |  |
| <p>"y" sound</p> <p>Sliding Sound</p>                        | <p>eee to ooo sliding</p>   | <p>Start out in the eee position with lips spread then move to the ooo sound</p>         | <p>Make hand in v shape and move slightly forward as you say the "y" sound</p>  |  |

\* This resource has been further adapted from a resource retrieved from:

[www.hart.k12.ky.us/docs/Speech%20Sound%20Production%20Cues.docx](http://www.hart.k12.ky.us/docs/Speech%20Sound%20Production%20Cues.docx) created by Kristina SideBottom on 11/12/13 which was adapted from *Special Kids Pediatric Conference: Childhood Apraxia of Speech*, Presented by David W Hammer, M.A. CCC-SLP.

Changes included the inclusion of visual cues for phonemes many of which were adapted from the program Visual Phonics.

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4/9/2014